CONTENTS OF VOLUME XXXVI

JANUARY 1999

EVALUATION AND ASSESSMENT

Identifying At-Risk Preschoolers: The Discriminant Validity of the Differential Ability Scales. David E. McIntosh 1

Reliability and Validity Estimates of the Brigance K & 1 Screen Based on a Sample of Disadvantaged Preschoolers. Panayota Y. Mantzicopoulos 11

Critical Review of the TEMAS; A Step Within the Development of the Thematic Apperception Instruments. Rosemary Flanagan and Raymond Di Giuseppe 21

Item Analysis of Written Expression Scoring Systems from the PIAT-R and WIAT. Tracy A. Muenz, Bryan Y. Ouchi, and Jason C. Cole 31

EDUCATIONAL PRACTICES AND PROBLEMS

Conduct Disorder and Comorbidity. Nicole Stahl and Harvey F. Clarizio 41

Effects of Diagnostic Label, Race, Gender, Educational Placement, and Definitional Information on Prognostic Outlook for Children With Behavior Problems. Terry A. Stinnett and Kay S. Bull 51

School Psychology Trainers' Identification of Current Stressors in the Work Lives of Urban Practitioners: A Comparison Study. Eileen Kaplan and Jerry Wishner 61

GENERAL

Mental Health Services in Independent Secondary Boarding Schools: The Need for a Model. Thomas J. Van Hoof and Holger Hansen 69

REVIEWS OF LITERATURE

Book Reviews 79

Test Reviews 83

Books Recently Received 87

MARCH 1999

EVALUATION AND ASSESSMENT

Exploratory Factor Analysis of Parent Ratings of Child and Adolescent Anxiety: A Preliminary Investigation. Deirdre Passarello, John M. Hintze, Steven V. Owen, and Robert K. Gable 89

Relationship Between Psychopathology, Learning Disabilities, or Both and WISC-III Subtest Scatter in Adolescents. Philip Greenway and Lisa Milne 103

Assessment of Setting in the Behavioral Ratings of Preschoolers With and Without High Levels of Activity. Melissa Stormont and Sydney S. Zentall 109

EDUCATIONAL PRACTICES AND PROBLEMS

School Psychologists' Involvement in Special Education Due Process Hearings. J. Michael Havey 117

Convergence of Views: Self-Perceptions of African American and White Kindergartners. William Strein, Tracy Simonson, and Lindsay Vail 125

STRATEGIES IN BEHAVIORAL CHANGE

Consultant's Guide for the Use of Time-Out in the Preschool and Elementary Classroom. Heather Sterling Turner and T. Steuart Watson 135

Developmental and Gender Influences on Coping: Implications for Skills Training. Robyn S. Hess and Marsha L. Richards 149

GENERAL

Comparing Learning Styles for Students With Conduct and Emotional Problems. Salvatore Terrasi, Kenneth H. Sennett, and Theodore O. Macklin 159

REVIEWS OF LITERATURE

Book Reviews 167

Test Reviews 175

Books Recently Received 177

MAY 1999

EVALUATION AND ASSESSMENT
Correlation Study Between WISC-III Scores and TOVA Performance. Paul Kyuman Chae 179
Internalizing Symptoms and Affect of Children With Emotional and Behavioral Disorders: A Comparative Study With an Urban African American Sample. Deanna E. Sanders, Kenneth W. Merrell, and Harriet C. Cobb 187
Do High Scores on the Adolescent-School Problems and Immaturity Scales of the MMPI-A Have Implications for Cognitive Performance as Measured by the WISC-III? Lisa C. Milne and Philip Greenway 199

EDUCATIONAL PRACTICES AND PROBLEMS
Ethically Challenging Situations Encountered by School Psychologists. Susan Jacob-Timm 205
Teacher Attitudes on Coping With Grief in the Public School Classroom. Jan K. Reid and Wayne A. Dixon 219

STRATEGIES IN BEHAVIORAL CHANGE
Control Is the Key: Unlocking the Motivation of At-Risk Students. Matthew J. DiCintio and Sandra Gee 231
Preferences for Parent Education Among Low Socioeconomic Status, Culturally Diverse Parents. William D. Wood III and Jean A. Baker 239

GENERAL
Social and Behavioral Differences Among a Predominantly African American Preschool Sample. Sherry K. Bain and Kimberly A. Pelletier 249

REVIEWS OF LITERATURE
Book Reviews 261
Test Reviews 269
Books Recently Received 275

JULY 1999

EVALUATION AND ASSESSMENT
Interpretative Issues With the Roberts Apperception Test for Children: Limitations of the Standardization Group. Nancy L. Bell and Richard J. Nagle 277
Use of Item Response Theory to Develop a Measure of First-Grade Readiness. Thomas P. Gumpel 285
National Survey of School Psychologists Regarding Use of Dynamic Assessment and Other Nontraditional Assessment Techniques. Michelle R. Haney and J. Gary Evans 295

EDUCATIONAL PRACTICES AND PROBLEMS
Using Guided Notes With Academically At-Risk High School Students During a Remedial Summer Social Studies Class. William J. Sweeney, Amy M. Ehrhardt, Ralph Gardner III, Lori Jones, Rachel Greenfield, and Sue Fribley 305
Improving Secondary Students' Perceptions of the "Dreaded Mathematics Word Problem Assignment" by Giving Them More Word Problems. Mark E. Wildmon, Christopher H. Skinner, Merilee McCurdy, and SanPier Sims 319
Students With Emotional/Behavioral Disorders and Transition Planning: What the Follow-Up Studies Tell Us. Susan J. Wood and Mary E. Cronin 327

GENERAL
How Teachers Respond to Concerns About Misbehavior in Their Classroom. Andrew J. Martin, Ken Linfoot, and Jennifer Stephenson 347
Children's Writing Ability: The Impact of the Pictorial Stimulus. Jason C. Cole and Jennifer S. McLeod 359

SEPTEMBER 1999

SPECIAL ISSUE: SCHOOL-BASED MENTAL HEALTH SERVICES
GUEST EDITORS: HUBERT R. VANCE AND ANDRES J. PUMARIEGA
School-Based Mental Health Services: The Foundation for Systems of Care for Children's Mental Health. Andres J. Pumariega and Hubert R. Vance 371

School-Based Mental Health Services: The Baltimore Models. Lois T. Flaherty and Mark D. Weist 379
Ecologically Oriented School-Based Mental Health Services: Implications for Service System Reform. Patricia Stone Motes, Gary Melton, Andres J. Pumariega, Wendy E. Waithe Simmons 391
School-Based Mental Health Services (SBS): A Pragmatic View of a Program. Charles D. Casat, Mary Beth Rigsby, Joanne Sobelewski, and John Gordon 403
Evolving Legal Climate for School Mental Health Services under the Individuals with Disabilities Education Act. Thomes E. Schacht and Graeme Hanson 415
Child Behavioral Assessment and Cognitive-Behavioral Interventions in Schools. Thomas H. Ollendick and Neville J. King 427
Psychopharmacology in School-Based Mental Health Services. Amor S. Del Mundo, Andres J. Pumariega, and Hubert R. Vance 437

NOVEMBER 1999

EVALUATION AND ASSESSMENT
Extending Big-Five Theory Into Childhood: A Preliminary Investigation Into the Relationship Between Big-Five Personality Traits and Behavior Problems in Children. David J. Ehrler, Ron L. McGhee, and J. Gary Evans 451
Precision of Age Norms in Tests Used to Assess Preschool Children. Janet E. Spector 459
Adolescents' Ratings of Perceived Social Support and its Importance: Validation of the Student Social Support Scale. Christine K. Malecki and Stephen N. Elliott 473

EDUCATIONAL PRACTICES AND PROBLEMS
Quality Assurance and School-Based Mental Health Services. Laura A. Nabors, Mark D. Weist, Nancy A. Tashman, and C. Patrick Myers 485
Adjustment Outcomes of Developmental Placement: A Longitudinal Study. Lorraine L. Matthews, Deborah C. May, and Deborah K. Kundert 495

GENERAL
Perception of Nonverbal Social Cues by Regular Education, ADHD, and ADHD/LD Students. Cathy W. Hall, Andrea D. Peterson, Raymond E. Webster, Larry M. Bolen, and Michael B. Brown 505
Effects of Information on Perceptions of Stimulant Medication Efficacy for Treatment of Attention-Deficit Hyperactivity Disorder. Heidi Borgschatz, William Frankenberger, and Rhonda Eder 515
Test Reviews 523
Author Index to Volume 36 529
Volume Contents I